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ABSTRACT

This booklet presents the findings and recommendations of the Commission on the Future of the University of Kentucky Community College System concerning the colleges' role, effectiveness, and potential in the areas of educational access, economic development, college-community partnerships, leadership, governance, effectiveness/accountability, and resources. For each of these issues, the booklet provides a summary of Commission findings, recommendations, and a rationale for the recommendations. Major recommendations for the community colleges were to: (1) increase activities that provide greater access to higher education; (2) increase responses to business/industry needs with technical degree programs, job specific training/retraining, and services; (3) emphasize basic skills education and training to foster an attitude of lifelong learning; (4) develop and formalize additional partnerships to promote community development; (5) provide for statewide advocacy and networking of the various community colleges; (6) strengthen the effectiveness of local advisory boards; (7) implement additional leadership development activities within the community college system; (8) provide leadership to coordinate postsecondary programs and services offered in community colleges and vocational-technical schools; and (9) continue to refine measurements and methods for evaluating college effectiveness. In addition, the Commission recommended that state policy makers correct the disparity in funding between the community college system and other institutions of higher education, and provide full formula funding to meet the state's needs for higher education. (VVC)

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COMMUNITY COLLEGES
PATHWAY TO KENTUCKY'S FUTURE

Report of the Commission

on the Future of the

University of Kentucky

Community College System

August 1989

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JC 890 478

EXECUTIVE SUMMARY

COMMUNITY COLLEGES
PATHWAY TO KENTUCKY'S FUTURE

Report of the Commission
on the Future of the
University of Kentucky
Community College System

August 1989

UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

- Ashland Community College
- Elizabethtown Community College
- Hazard Community College
- Henderson Community College
- Hopkinsville Community College
- Jefferson Community College (Louisville)
- Lexington Community College
- Madisonville Community College
- Maysville Community College
- Owensboro Community College
- Paducah Community College
- Prestonsburg Community College
- Somerset Community College
- Southeast Community College (Cumberland)

UK

UNIVERSITY of KENTUCKY COMMUNITY COLLEGE SYSTEM

INTRODUCTORY STATEMENT FROM THE COMMISSION

We--a Commission comprised of business, government, and education leaders from across Kentucky--conducted an eight-month, extensive study of the roles, effectiveness, and potential of the University of Kentucky Community College System. We accepted the charge to study the System for several reasons. We have a great concern about the issues our state faces--the accelerating rate of technology, the jobs of the future, the shrinking and aging workforce, the need for a well-educated and skilled labor force, and the undereducated adult population. We believe strongly in higher education and in the vital roles the community colleges play throughout the Commonwealth. Community colleges bridge public schools and senior colleges; they give us access with excellence to higher education, development of human resources for economic growth, and community development for the state and nation. Community colleges are a pathway to Kentucky's future.

Twenty-five years after its creation, the Community College System enrolls more students than any other institution of higher education in Kentucky. In a year's time, nearly 1 in 60 Kentucky adults enrolls for credit at one of the 14 community colleges. Also, over 250,000 citizens annually benefit from workshops and special services, such as job-readiness training, cultural events, and testing.

We, as a Commission, applaud the organizational structure of the Community College System as a part of the University of Kentucky. The structure provides local autonomy and flexibility at each of the colleges while maintaining cost-effective coordination of centralized administrative services.

With the threefold comprehensive mission of community colleges, Kentuckians can begin the baccalaureate or professional degree program of choice near their homes. They can acquire technical and semi-professional skills through the 27 career programs. Furthermore, Kentuckians can accomplish life enrichment, professional development, and occupational training through the continuing education programs. This mission enables the community colleges to respond to future challenges as Kentucky moves toward the 21st century.

Positioning the community colleges to provide the critical educational services Kentucky needs emerged as the overriding issue from our study. Our findings identify several areas for change. We will meet again a year from now for a progress report on the implementation of the recommendations contained in this summary. Our report, Community Colleges: Pathway to Kentucky's Future, identifies specific activities to fulfill each recommendation.

RECOMMENDATIONS

- **INCREASE ACTIVITIES THAT PROVIDE GREATER ACCESS TO HIGHER EDUCATION.**

  Kentucky's citizens--recent high school graduates, older adults, academically gifted students, minorities, place-bound students, and underprepared students--can benefit from expanded access made available through the extended campus which includes the use of telecommunications, off-campus sites and centers, and other innovative delivery systems. Kentucky is moving toward a coordinated higher education system with both selective and open admissions; thus, access is even more significant as a means of broadening the educational base of our citizens. As open-admission institutions, the 14 community colleges should pursue ways to expand access. This will lessen the risk of Kentucky's population being left farther behind in a world where knowledge is the key for survival.

- **INCREASE RESPONSES TO BUSINESS/INDUSTRY NEEDS WITH TECHNICAL DEGREE PROGRAMS, JOB SPECIFIC TRAINING/RETRAINING, AND SERVICES.**

  Diverse yet united, the community colleges promote economic development in many ways. They offer specialized training, coordination of resources, statewide access, valuable facilities and equipment, support to local business needs, data gathering, and quick response. The challenge of today and for the future is technical training and the community colleges should expand activities to provide employers with a "job-ready" workforce.

- **INCREASE THE EMPHASIS ON BASIC SKILLS EDUCATION AND TRAINING TO FOSTER AN ATTITUDE OF LIFELONG LEARNING.**

  Kentucky cannot overlook its responsibility to provide solid basic skills mastery to all current and potential workers. This, coupled with the fact that the average worker will change jobs seven times in a lifetime, provides Kentucky with some major challenges in basic skills education and training. Community colleges should increase linkages between college programs and community needs by creating new programs and services, or modifying existing ones, that will develop basic skills competencies for Kentucky's citizens.

- **DEVELOP AND FORMALIZE ADDITIONAL PARTNERSHIPS FOR THE PURPOSE OF COMMUNITY DEVELOPMENT.**

  It is not happenstance that the word "community" is in the name community college. These colleges and their communities work as partners to achieve educational, economic, civic, cultural, and social goals. More than a casual association, partnership implies a united relationship wherein each partner contributes its strengths so that the result will be a wholeness superior to either of the original parts. Partnerships are vehicles for numerous facets of community development, and the community colleges should assume an even greater role as partners in community development.

- **PROVIDE FOR STATEWIDE ADVOCACY AND NETWORKING OF THE VARIOUS COMMUNITY COLLEGES.**

  The colleges should extend their local connections into a statewide citizens' network. This network would result in three byproducts for the state and for the System. First, the network would provide better understanding of the actual and potential contributions of the community colleges. Second, the group would advocate for community college needs; and last, the network would allow for direct involvement in formulating ideas for new programs and services that would benefit the entire state.

- **STRENGTHEN THE EFFECTIVENESS OF THE LOCAL ADVISORY BOARDS.**

  Mobilizing local efforts to create a synergy for productive planning and implementation should be centered in the advisory board for each community college. Rapid change and increased complexities require individuals who are catalytic and can draw together local views and resources to set future directions. The responsibilities of these local boards should include assessing needs, developing programs, and building relationships with local organizations.

- **IMPLEMENT ADDITIONAL LEADERSHIP DEVELOPMENT ACTIVITIES WITHIN THE COMMUNITY COLLEGE SYSTEM.**

  Today's leaders are challenged with diminishing resources, increased community requests, technological changes, diverse student populations, and growing enrollments. Leadership development becomes especially important in Kentucky because there is no formal community college leadership program in the state or nearby in surrounding states. The Community College System should place a high priority on training its next generation of leaders, both administrative and faculty.

- **PROVIDE LEADERSHIP TO COORDINATE POSTSECONDARY PROGRAMS AND SERVICES OFFERED IN COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL SCHOOLS.**

  Because the need for relevant technical education is critical in Kentucky, the state should move in the direction of integrating the postsecondary vocational-technical programs into the Community College System. Cooperative efforts, and perhaps mergers where local community leadership is supportive, would reduce unnecessary duplication of effort, provide a more concerted effort for training, and reduce confusion within the business/industry community.

- **CONTINUE TO REFINE MEASUREMENTS AND EVALUATION OF THE COLLEGES' EFFECTIVENESS.**

  Documentation of the effective use of educational dollars is imperative. Careful examination of the System's accomplishments in each component of its mission will allow for continuous improvements in the System's performance. Evaluations show that the System is flourishing in attracting students and is providing excellent instruction and high-quality service. In addition, the Community College System should carry out plans for tracking the progress of its graduates and the long-term impact on their lives.

- **CORRECT THE DISPARITY IN FUNDING BETWEEN THE COMMUNITY COLLEGE SYSTEM AND OTHER INSTITUTIONS OF HIGHER EDUCATION.**

  Currently, the Community College System serves over 25% of all students in the state's public institutions of higher education, yet receives only 8% of the state's appropriations for higher education. Kentucky now funds the Community College System at 67% of the formula while funding state universities at between 84% and 97%. Not only should the state provide for a more equitable funding policy for the System, but it should also appropriate "catch-up" money to assist in recovering from the blow of chronic and long-term underfunding.

- **PROVIDE 100% FORMULA FUNDING TO MEET THE DEMANDS OF KENTUCKIANS FOR HIGHER EDUCATION.**

  Our state has one of the lowest percentages of college-educated adults in the country. We also have one of the lowest rates of per capita income in the nation and suffer from extremely high rates of poverty. Since educational attainment and income are linked, it is not surprising that Kentucky does not fare any better in measurements of personal income. This dismal financial situation is not likely to improve over the next decade unless our citizens become better educated. Many experts estimate that up to 80% of today's labor force will need some postsecondary education over the next decade. Our state cannot afford any less than a full commitment to our community colleges and to our other public higher education institutions.

SUMMARY

THE COMMISSION RECOMMENDS THAT THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES

- INCREASE ACTIVITIES THAT PROVIDE GREATER ACCESS TO HIGHER EDUCATION
- INCREASE RESPONSES TO BUSINESS/INDUSTRY NEEDS WITH TECHNICAL DEGREE PROGRAMS, JOB SPECIFIC TRAINING/RETRAINING, AND SERVICES
- INCREASE THE EMPHASIS ON BASIC SKILLS EDUCATION AND TRAINING TO FOSTER AN ATTITUDE OF LIFELONG LEARNING
- DEVELOP AND FORMALIZE ADDITIONAL PARTNERSHIPS FOR THE PURPOSE OF COMMUNITY DEVELOPMENT
- PROVIDE FOR STATEWIDE ADVOCACY AND NETWORKING OF THE VARIOUS COMMUNITY COLLEGES
- STRENGTHEN THE EFFECTIVENESS OF THE LOCAL ADVISORY BOARDS
- IMPLEMENT ADDITIONAL LEADERSHIP DEVELOPMENT ACTIVITIES WITHIN THE COMMUNITY COLLEGE SYSTEM
- PROVIDE LEADERSHIP TO COORDINATE POSTSECONDARY PROGRAMS AND SERVICES OFFERED IN COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL SCHOOLS
- CONTINUE TO REFINE MEASUREMENTS AND EVALUATION OF THE COLLEGES' EFFECTIVENESS

AND
THE COMMISSION RECOMMENDS THAT THE KENTUCKY EXECUTIVE AND LEGISLATIVE POLICYMAKERS

- **CORRECT THE DISPARITY IN FUNDING BETWEEN THE COMMUNITY COLLEGE SYSTEM AND OTHER INSTITUTIONS OF HIGHER EDUCATION**
- **PROVIDE 100% FORMULA FUNDING TO MEET THE DEMANDS OF KENTUCKIANS FOR HIGHER EDUCATION**

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MESSAGE FROM THE CO-CHAIRMAN:

Thirty-five Commission members--professionals, educators, business and government leaders from across Kentucky--conducted an extensive study of the roles, effectiveness, and potential of Kentucky's Community College System. They share my conviction that the Community College System is an extraordinary "success story" in education for the Commonwealth, and the state should capitalize on it.

Our hope is that the executive and legislative leaders understand that the Community College System is one of the primary vehicles by which our state can gain an image of excellence and economic strength, both desperately needed in Kentucky. Our broadest recommendation to the executive and legislative branches of government is to encourage those in charge of the System to "forge ahead" and "make the System the best in the nation". The potential is there.

Open access, low tuition, and quality education have brought Kentucky citizens into the state's largest segment of higher education. However, explosive enrollment and inadequacy of state resources have created a pattern of significant underfunding for the community colleges. The Commission wholeheartedly supports equity and adequacy in funding for the University of Kentucky Community College System.

Based upon the solid foundation of the System's achievements, the Commission has proposed several recommendations to assure continued success of the System into the next century. When implemented, those recommendations will allow the community colleges to become an even more vital force in their respective areas and to become symbols of educational enlightenment as they provide education, economic, social and cultural services to Kentucky's citizens.

Sincerely,

Bert Combs

Bert T. Combs, Co-Chairman
Commission on the Future of the University
of Kentucky Community College System

SUMMARY OF RECOMMENDATIONS

THE COMMISSION RECOMMENDS THAT THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGES

- *INCREASE ACTIVITIES THAT PROVIDE GREATER ACCESS TO HIGHER EDUCATION*
- *INCREASE RESPONSES TO BUSINESS/INDUSTRY NEEDS WITH TECHNICAL DEGREE PROGRAMS, JOB SPECIFIC TRAINING/RETRAINING, AND SERVICES*
- *INCREASE THE EMPHASIS ON BASIC SKILLS EDUCATION AND TRAINING TO FOSTER AN ATTITUDE OF LIFELONG LEARNING*
- *DEVELOP AND FORMALIZE ADDITIONAL PARTNERSHIPS FOR THE PURPOSE OF COMMUNITY DEVELOPMENT*
- *PROVIDE FOR STATEWIDE ADVOCACY AND NETWORKING OF THE VARIOUS COMMUNITY COLLEGES*
- *STRENGTHEN THE EFFECTIVENESS OF THE LOCAL ADVISORY BOARDS*
- *IMPLEMENT ADDITIONAL LEADERSHIP DEVELOPMENT ACTIVITIES WITHIN THE COMMUNITY COLLEGE SYSTEM*
- *PROVIDE LEADERSHIP TO COORDINATE POSTSECONDARY PROGRAMS AND SERVICES OFFERED IN COMMUNITY COLLEGES AND VOCATIONAL–TECHNICAL SCHOOLS*
- *CONTINUE TO REFINE MEASUREMENTS AND EVALUATION OF THE COLLEGES' EFFECTIVENESS*

AND

THE COMMISSION RECOMMENDS THAT THE KENTUCKY EXECUTIVE AND LEGISLATIVE POLICYMAKERS

- ***CORRECT THE DISPARITY IN FUNDING BETWEEN THE COMMUNITY COLLEGE SYSTEM AND OTHER INSTITUTIONS OF HIGHER EDUCATION***
- ***PROVIDE 100% FORMULA FUNDING TO MEET THE DEMANDS OF KENTUCKIANS FOR HIGHER EDUCATION***

A THRIVING SUCCESS STORY

Kentucky's Community College System is indeed a thriving success story; however, we feel a sense of urgency that the engine is running out of speed before cresting the hill. As a Commission on the Future of the Community College System, we studied in depth all facets of Kentucky's community colleges. Our findings identify several areas for change that can position these colleges to fulfill the mission Kentucky will need them to deliver in the 21st century.

HOPE AND OPPORTUNITY
Rapid growth and excellent programs herald the hope and opportunity Kentuckians find at the 14 community colleges located throughout their state.

THE OPEN DOOR
In a year's time, nearly 1 in 60 Kentucky adults enrolls for credit at a community college.

PREMIER CHARGE
The Commission's broadest recommendation to the Community College System and to the executive and legislative branches of government is to "forge ahead" and "make the System the best in the nation."

MISSION

- Pre-Baccalaureate Education
- Technical Career Programs
- Continuing Education:
  - Professional Development
  - Occupational Training
  - Life Enrichment

A QUARTER CENTURY OF SERVICE

Twenty-five years after the creation of the System, Kentucky community colleges enroll more students than any other Kentucky college or university--33,063 or over 25% of all credit students according to Fall 1988 figures. Also, over 250,000 citizens annually benefit from workshops and special services, such as cultural events, job-readiness training, and testing. The rapid progress of the Community College System stems in part from the governors and legislators who have supported Kentucky's community colleges during their 25 years of development.

POSITIONED FOR THE FUTURE

The threefold, comprehensive mission positions the community colleges to respond to future challenges as Kentucky moves toward the year 2000. Through the threefold mission, designed by the General Assembly in 1962, Kentuckians can begin the baccalaureate or professional degree program of choice near their homes. They can acquire technical and semi-professional skills through the 27 career programs. Furthermore, Kentuckians can accomplish life enrichment or professional development training through the continuing education programs. Increasing responsibilities in the third part of the mission (professional development, occupational training, and life enrichment) require that the Community College System give greater and equal emphasis to the continuing education component.

PARTNERSHIPS FOR PROGRESS

Builders of partnerships, the 14 community colleges collaborate with all other educational institutions in the plan for educational excellence in Kentucky. Community colleges bridge public schools and senior colleges; they work as partners with government, with organizations, and with business and industry to realize the state's economic development goals. At the local level, they work as community partners to solve educational, economic, social, and civic problems.

FORGING AHEAD

The Commission concurs with the numerous studies citing the sound management and efficiency of the Community College System as a part of the University of Kentucky. The organizational structure provides local autonomy and flexibility at each of the colleges while maintaining cost-effective coordination of centralized administrative services. The University of Kentucky continues to demonstrate commitment and responsiveness to the evolving statewide system of comprehensive community colleges.

As the Community College System story unfolds in Kentucky, its success and momentum give reason to recapture and refine the vision for the approaching 21st century. **Community colleges are a pathway to Kentucky's future. They give us access with excellence to higher education, development of human resources for economic growth, and community development for the state and nation. They give us cause for celebration and hope for tomorrow.**

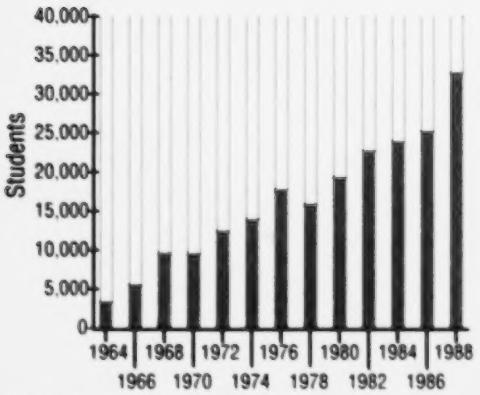
25 GREAT YEARS AND GROWING

- 1962 Legislation Mandates a Statewide Community College System
- 1964 UK Board of Trustees Establishes the University of Kentucky Community College System

PRIMARY AREAS SERVED BY COMMUNITY COLLEGES

1 PADUCAH COMMUNITY COLLEGE
2 HOPKINSVILLE COMMUNITY COLLEGE
3 MADISONVILLE COMMUNITY COLLEGE
4 OWENSBORO COMMUNITY COLLEGE
5 HENDERSON COMMUNITY COLLEGE
6 ELIZABETHTOWN COMMUNITY COLLEGE
7 JEFFERSON COMMUNITY COLLEGE, Louisville
8 SOMERSET COMMUNITY COLLEGE
9 LEXINGTON COMMUNITY COLLEGE
10 MAYSVILLE COMMUNITY COLLEGE
11 ASHLAND COMMUNITY COLLEGE
12 PRESTONSBURG COMMUNITY COLLEGE
13 HAZARD COMMUNITY COLLEGE
14 SOUTHEAST COMMUNITY COLLEGE, Cumberland

Community College System Headcount Enrollment 1964-1988



DATA SOURCE: University of Kentucky Community College System.

ACCESS WITH EXCELLENCE

EMPOWERING PEOPLE

The Commonwealth's Community College System vigorously pursues the mission to open the path by which all citizens can move into the mainstream of their community and state. A common goal in the intricate network of community colleges nationwide is to provide access to higher education for all people. A national commission studying the community colleges stated that "the open-door policy has been pursued with an intensity and dedication comparable to the Populist, the Civil Rights, and the Feminist crusades."[1] **Community colleges across the nation, and especially in Kentucky, are dedicated to empowering people through knowledge. Kentucky's citizens from all walks of life--recent high school graduates, older adults, academically gifted students, and underprepared students--have responded to the System's open-door policy.**

FIRST-RATE EDUCATORS

Those who have responded have found open access with excellence in teaching and student services. Excellent teaching is the guiding principle at Kentucky's community colleges. Faculty members, employed for their content expertise and commitment to teaching, continually strive for improved teaching techniques and the application of knowledge. These faculties and their students comprise the core of everything that happens at community colleges.

Full-time faculty members teach both academic courses and short-term training. They also advise students and provide leadership in curriculum development and a host of other college activities. Additionally, they serve the community-at-large with numerous services, and they engage in activities to improve their own professional skills. However, of all the activities, superior teaching is critical for community colleges.

THE PERSONAL TOUCH IN TEACHING

Almost 90 percent of the University of Kentucky Community College System faculty members have master's or doctoral degrees. Beyond degree qualifications, the faculty members extend the student-teacher relationship beyond the classroom to provide individualized guidance, which is so necessary in open-access colleges. Kentucky is fortunate to have a cadre of highly skilled teaching faculty, which is the key factor in the community colleges' distinction of being "teaching institutions." Maintaining a strong corps of full-time teaching faculty assures continuance of comprehensive services to the students and the community.

NURTURING SUCCESS

Community college students have access to many services such as academic advising and support services, personal and career counseling, handicapped student services, and job placement. Developmental courses help students who need to improve basic skills--reading, writing, and mathematics. In addition, individualized learning laboratories

are available on a walk-in basis. These comprehensive support services help to retain students who enter through open admissions and to assist them in achieving their ultimate college success.

CLEARING PERSONAL PATHS

Today our world holds limitless promise for eliminating boundaries that separate nations, states, and peoples. New technologies allow quick and constant information exchange to assist us as we move toward the global village. However, **many personal paths are blocked by barriers such as poverty, age, race, or other constraints. The Community College System is committed to removing those barriers.** Thus, we offer the following recommendation pertaining to the System's accessibility.

■ INCREASE ACTIVITIES THAT PROVIDE GREATER ACCESS TO HIGHER EDUCATION.

Kentucky's population risks being left farther behind in a world where knowledge is the key for survival. An estimated 400,000 Kentuckians are functionally illiterate. Nationally, we have the highest percentage of adults without a high school education. Only 50% of our high school graduates say that they are college bound. Community colleges provide support programs and community leadership so Kentuckians can hope to one day succeed through access at a local community college.

Because Kentucky is moving toward a coordinated higher education system with both selective and open admissions, access is even more significant as a means to broaden the educational base of our citizens. The 14 community colleges in Kentucky are open-admission institutions--they accept students from diverse backgrounds and educational levels and provide them with opportunities to succeed in programs commensurate with their interests and abilities. For example, minority groups find opportunities at community colleges. Women comprise two-thirds of the enrollment. Regretfully, racial minorities comprise a relatively low proportion of enrollment and stand as an area for great improvement in expanding access.

Open access serves as the first step in climbing a stairway of continued learning. Transferability of community college courses enables associate degree graduates to continue their technical or professional education at four-year institutions.

BLACK ACHIEVER AWARD RECIPIENT

In 1989, Mrs. Patricia Jennings, mother of six children ranging in age from 1 to 18, graduated from Jefferson Community College with a 3.95 GPA, made the Dean's List for six consecutive semesters, received recognition in Who's Who in American Junior Colleges, and won the Black Achiever Award for scholarship and community service.

Our community colleges provide access through regular classroom experiences, and they also extend their resources in less traditional and more creative ways. For instance, the colleges serve as vehicles for the involvement of individuals in the arts. The colleges sponsor special challenge programs for gifted elementary students. The nationally recognized Elderhostel program for adults aged 60 or older represents the other end of the age continuum. Elderhostelers spend several days learning on a college campus. **The Commission strongly endorses the continuance of the colleges' commitment to policies and programs that extend access to education and intellectual pursuits to everyone.**

While the Commission is proud of the way our Community College System has reached out to our citizens, we recommend that the System do even more. There are still areas in our state which are not served by the System, and some available programs and activities are not widely publicized.

RETURNING STUDENT FINDS SUCCESS

"After being out of high school for nine years, I wasn't sure I would fit in at college. Ashland Community College was a pleasant surprise. I learned that instructors were 'real people,' and some of them are now good friends. I found I could handle college classes and work toward a more satisfying career."

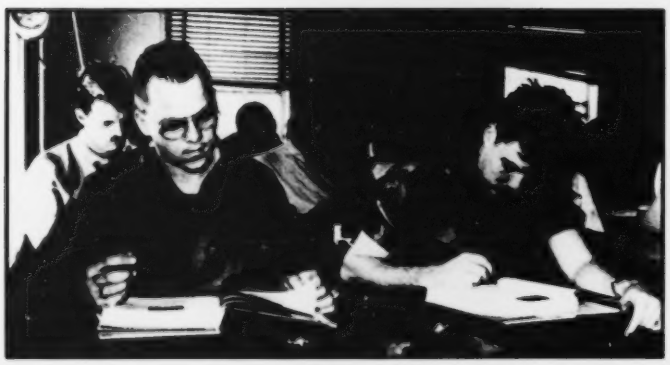
David Swint
1989 ACC Honor Graduate

STRATEGIES

Expanding access of the Community College System will require careful planning and thoughtful strategies. One way to increase access to courses and services offered by the colleges is through "extended campus," the offering of courses at off-campus sites and through television to overcome geographical barriers. Through extended campuses, the colleges share resources--instructors and facilities--with community employers, other public institutions, and community agencies.

Our state's need for educated and trained workers is so great that we cannot hope to meet the challenge without escalating our current approaches through extended campuses. The Commission believes that the community colleges should concentrate on expanding access to education and technical programs as manpower shortages are identified in individual communities and throughout the state.

In this age of sophisticated telecommunications, another logical means for extending the campus resources is through innovative instructional technologies. The National Commission on the Future of Community Colleges reports that at colleges from coast to coast, students can, through on-line terminals, gain access to a nine million-volume library, learn at their own pace, and travel to the moon or to the bottom of the ocean. Technology can allow colleges to bring instruction electronically to the workplace and to community forums. Kentucky's community colleges already offer courses through television. However, the System should expand the use of technology to increase access to its resources in every corner of the state.



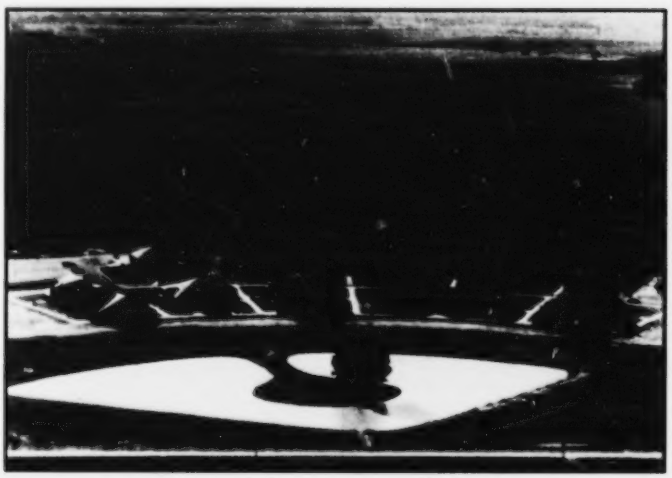
Hopkinsville Community College boasts almost 1000 registrations annually at its off-campus site on the Fort Campbell Army Post.

STRATEGIC ACTIVITIES

- Formulate agreements and alliances with external agencies for the purpose of sharing instructional resources and facilities that can increase access to courses and services.
- Institute special activities to recruit, retain, and graduate minority students.
- Plan for the creation of new community colleges and off-campus sites and centers in areas where the population justifies expansion.
- Use telecommunications to expand access to community college programs.
- Launch a marketing campaign that highlights the access to community college programs and activities.
- Support and promote the use of technology as a tool for teaching and learning.
- Provide incentives to students to move from the completion of the GED to earning an associate degree.
- Offer more programs in partnerships with high schools.

ACCESS TO QUALITY TRAINING

Through continuing education, Southeast Community College offers 13 mining training programs, all approved by the Mine Safety and Health Administration and the Kentucky Department of Mines and Minerals. The training is conducted by state and federally certified instructors with several years of mining experience. Last year, SECC trained over 1000 miners.



Owensboro Community College opened the doors of its new campus for classes in January 1989.

ECONOMIC DEVELOPMENT

The paths to economic development in our state are complex and numerous--industrial parks, customized training, block grants, infrastructure enhancements, business incubators, and venture capital. The Community College System supports the evolving process of economic development.

RESPONDING TO BUSINESS

Diverse yet united, the community colleges promote economic development in many ways. As partners in development, they offer specialized training, coordination of resources, statewide access, valuable facilities and equipment, support to local business needs, data gathering, and quick response.

AN EXAMPLE

One example of the Community College System's response to training needs, coordination of resources, and promotion of partnerships for economic development is its industrial mobile training program. Funded by Bluegrass State Skills Corporation and supported by Ford Motor Company, this program trains in three technologies--Programmable Logic Controllers, Computer Numerical Controllers, and Computer Assisted Design. Operational as of Fall 1989, training can occur at industry sites, community college campuses, or vocational-technical schools. Centralized scheduling, custom-designed training, and coordinated faculty enable on-site statewide delivery of instruction. Introduction of these technologies positions the state to better attract and retain high-growth industries.

PREPARING A "JOB-READY" WORKFORCE

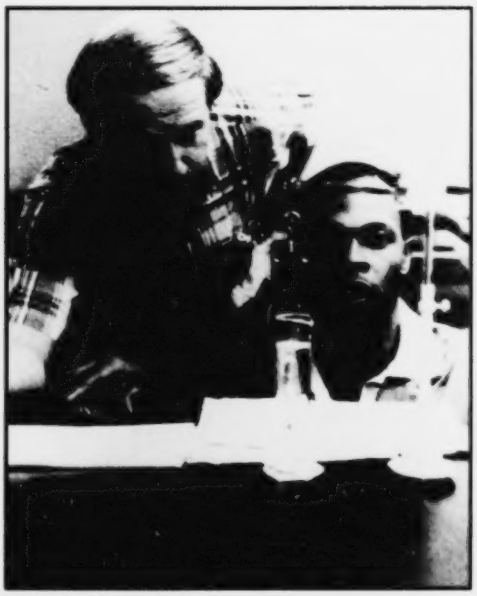
The Commission offers two major recommendations pertaining to ways the Community College System can assist with the economic development of our state.

- **INCREASE RESPONSES TO BUSINESS/INDUSTRY NEEDS WITH TECHNICAL DEGREE PROGRAMS, JOB SPECIFIC TRAINING/RETRAINING, AND SERVICES.**

For years, the Community College System has successfully prepared people for technical careers and has provided occupational training, varied continuing education, professional development, and services. **The challenge of today and for the future is technical training.** "There simply is not enough of it," says the November 1988 lead story in the Training and Development Journal. The study states, "The nation's employers and educators need to be more aggressive about integrating new technology with more highly skilled labor."[3]

BEST IN THE NATION

Somerset Community College received the 1989 "Partnership in Industry Award" from the U.S. Department of Education. Also, SCC was one of three national winners for the American Association of Community and Junior Colleges' 1989 Partnership Award. The college partnership was with Tecumseh Products Company.



Community colleges provide extensive on-site industrial training.

Through focused training, the community colleges can assist in providing employers with a "job-ready" workforce. As partners in economic development, the community colleges must respond to the task of training and retraining what could amount to nearly every worker in our state. By committing to the goals of technical career programs and training/retraining, the Community College System offers a beneficial and secure path to Kentucky's economic future.

- INCREASE THE EMPHASIS ON BASIC SKILLS EDUCATION AND TRAINING TO FOSTER AN ATTITUDE OF LIFELONG LEARNING.

A 1988 national report, Workplace Basics, cites seven progressive skill groups that employers consider basic among employees: learning to learn, 3 Rs (reading, writing, and arithmetic), communication, problem solving, goal-setting, teamwork, and leadership.[4] This redefines basic skills and specifies learning to learn and the 3 Rs as fundamental for employees.

Kentucky cannot overlook its responsibility in providing solid basic skills mastery to all current and potential workers. This, coupled with the fact that the average worker will change jobs seven times in a lifetime, provides Kentucky with some major challenges in basic skills training and retraining.

STRATEGIES

To attain economic development through basic skills education, technical career programs, training/retraining, and business services, it is wise to choose strategies that are interrelated, longsighted, and flexible.

The Community College System should strengthen ties with the Economic Development Cabinet, Bluegrass State Skills Corporation, and other state agencies involved in economic development. Locally, we suggest creating business centers which will coordinate and synchronize economic development efforts and services. Each community college must incorporate flexibility, credibility, and expediency into its strategies, especially in scheduling and delivering services that support economic development.

COMMUNITY COLLEGE SYSTEM CAREER PROGRAMS

- Allied Health and Nursing
  - Biomedical Equipment Technician
  - Dental Hygiene
  - Dental Laboratory Technician
  - Medical Laboratory Technician
  - Nuclear Medicine Technology
  - Associate Degree Nursing
  - Physical Therapist Assistant
  - Radiologic Technology
  - Respiratory Care
- Engineering and Related Technologies
  - Architectural Technology
  - Engineering Technology (3 options)
  - Industrial-Electrical Technology
  - Mining Technology
  - Reclamation Technology
- Business and Related Technologies
  - Accounting Technology
  - Business Technology (8 options)
  - Computer Information Systems
  - Office Administration
  - Real Estate
- Other
  - Commercial Art Technology (2 options)
  - Communications Technology
  - Culinary Arts
  - Early Childhood Education
  - Fire Science Technology
  - Human Services
  - Laser Optics Technician
  - Law Enforcement Technology

Community colleges must examine needs regularly in their local communities and respond to identified needs by creating new programs and services or by modifying existing ones. For example, the Community College System recently expanded its ability at several colleges to prepare registered nurses, and stands ready to develop programs in response to shortages of other personnel in the health-care field.

RESPONDING TO HEALTH-CARE NEEDS

Regional Medical Center in Madisonville recently approved $1.3 million over the next four years to increase enrollment in the Pennyrile Regional Associate Degree Nursing Program. These funds will permit the entering freshman class at MCC to be increased from 32 to 100 students each of the four years.

Maintaining a strong faculty will enable community colleges to remain responsive to local economic development needs. Funding to assure that faculty members are continually updated in technological fields is crucial. An exchange program between faculty members and industrial professionals is an innovative way to provide a transfer of knowledge, skills, and applications. Students can benefit also from having practitioners teach classes in technical degree and customized training programs. Community colleges should strive to implement activities that will strengthen faculty as resources.

Community colleges must expand and enhance their economic development outreach into their service areas, especially in the rural regions. The importance of cooperation between the business community, public agencies, and the community colleges cannot be overstated. **It is imperative that the state's economic development strategies include community colleges and that the colleges actively participate in planning, documenting, and monitoring local economic development programs and partnerships.**

BUSINESS AND INDUSTRY TECHNICAL ASSISTANCE CENTER

BITAC (Hazard Community College) was recognized in 1989 by the U.S. Department of Commerce as one of only 20 models of rural economic development in the U.S. BITAC, now three years old, has directly assisted in establishing over 100 businesses and two economic development associations.

STRATEGIC ACTIVITIES

- Conduct periodic assessments of local education and training needs.
- Establish a business/industry center at each community college to provide quick response to local needs.
- Develop more contractual training agreements to help keep community employers competitive.
- Develop stronger alliances with economic development agencies.
- Increase number and size of programs to educate technicians for the health-care industry.
- Develop a program in the area of manufacturing logistics (materials procurement, distribution, and replacement).
- Provide funding to retool and retrain faculty in technological fields.
- Initiate faculty-industrial exchange programs.
- Employ more practitioners to teach in technical career and customized training programs.
- Establish advanced technology programs to meet industrial training needs.

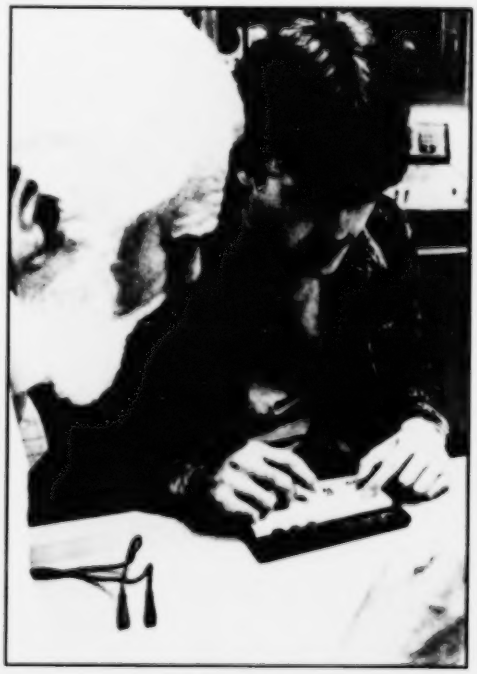
BUILDING THE LOCAL ECONOMY

A newly-formed group of Paintsville business leaders has launched a new manufacturing plant to supply products to American Standard. The third partner, Prestonsburg Community College, provides training for employees at the new plant.

- Train practitioners to meet state and regional employment needs in technological areas.
- Institute mandatory basic skills assessment in reading, writing, and mathematical computation for all degree-seeking students.
- Counsel underprepared students into appropriate developmental courses.
- Increase the number and thoroughness of basic skills programs such as learning laboratory services, basic technical skills, and activities that promote lifelong learning.
- Provide GED preparation, testing, and support services.
- Fund pilot tech/prep associate degree programs (two plus two arrangements in which technical studies programs begin in high school and are completed in the community college).
- Continue noncredit continuing education and community services largely on a self-supporting basis.

CUSTOMIZED INDUSTRIAL TRAINING

Almost $200,000 in external funds (largest in the System) supported special business/industry related training during 1988-1989 at Hopkinsville Community College. Ten companies secured customized training at HCC, where almost 1300 people (75% of the noncredit enrollment) participated in business training during the year.



Students of Maysville Community College's Industrial/Electrical Technology program compute electronic measurements.

COLLEGE/COMMUNITY PARTNERSHIPS

It is not happenstance that the word "community" is in the name community college. These colleges and their communities belong to each other; and together they work as partners to achieve educational, economic, civic, cultural, and social goals.

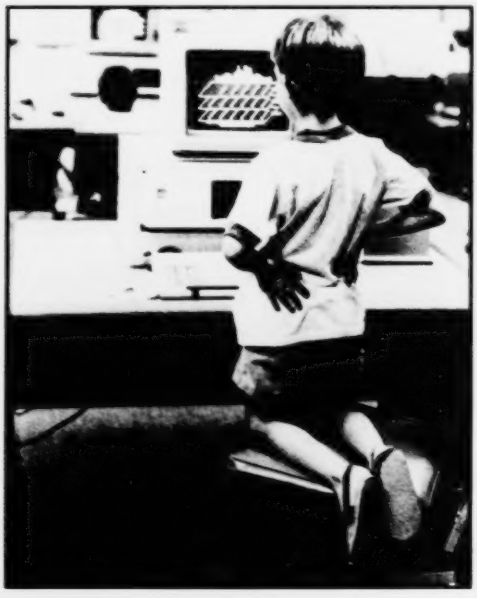
A part of the community colleges' mission is to provide programs for continued learning and a broad spectrum of services to the community. This mission is achieved through varied and unlimited partnerships.

HIGH SCHOOL-COLLEGE PARTNERSHIP

Over 150 faculty and students from more than six counties participated in the Eastern Kentucky Math Bowl at Prestonsburg Community College during Spring 1989.

COMMUNITY COLLEGE PARTNERS

- Colleges and universities
- Vocational-technical schools
- Elementary and secondary schools
- State and federal government agencies
- Cultural and civic groups
- Health-care providers
- Business and industry
- Agencies dedicated to helping undereducated adults
- Economic development groups
- Professional organizations



UNITED FOR LIFELONG LEARNING

As lifelong learning becomes the norm for living, partnerships become increasingly important. **For many years, education has often seemed like a crazy quilt with pieces of various sizes and shapes sewn together by the learner. Through collaboration, education and training can become interrelated, and even integrated, into a more meaningful, continuous flow of learning.**

More than a casual association, **a partnership implies a united relationship** wherein each partner contributes its strengths so that the result will be a wholeness superior to either of the original parts. Each partnership is unique, based upon the distinct qualities of the individual partners.

JOINING WITH OTHERS

The Kentucky Community College System currently functions in many successful partnerships. For example, the community colleges work with public schools (K-12), vocational schools, higher education, businesses, literacy groups, and economic development groups. These partnerships yield innovative and exciting activities--community-based literacy efforts, artistic presentations, summer camps for kids, foreign language competitions, vocational-technical joint training, statistical process control for industry, and a multitude of others.

GREATER COLLABORATION

The Commission commends the community colleges for the many existing partnerships now significantly enhancing the quality of life in the communities and the state. However, the needs are great, and we call upon the colleges for even more partnerships.

- **DEVELOP AND FORMALIZE ADDITIONAL PARTNERSHIPS FOR THE PURPOSE OF COMMUNITY DEVELOPMENT.**

Partnerships are vehicles for numerous facets of community development. A strong community provides educational opportunities that interface with one another, artistic avenues for self-expression, cultural forums for appreciating heritage and understanding social change, transportation networks, recreational facilities, health and human services, and a diverse marketplace for a strong economic base. Effective coordination of a community's resources requires strong leadership. Community colleges should be part of a community's base of leadership by assuming a greater partnership role.

STRATEGIES

Community college partnership roles will vary among the regions they serve as needs and priorities differ throughout the state. Working as community partners, the colleges must determine which needs fall within their mission and how best to use their limited resources in service to the communities. Specific community development activities can stem from college initiatives or community requests; in either case, the greatest results come from joint efforts.

Partnerships require time, people, materials, and services; therefore, priorities must guide their continued development. The community colleges both give and receive in these partnerships. Without being either restrictive or exhaustive, we suggest some partnership areas to further develop which can provide an even greater benefit to individual communities and to Kentucky's citizens.

STRATEGIC ACTIVITIES

- Unite with private businesses and industries to assemble resources to meet corporate and community training needs.
- Implement technical career and training programs jointly with postsecondary vocational-technical schools.
- Work with four-year institutions to bring upper-division college courses to community college communities.
- Expand the number of transfer agreements with postsecondary vocational schools and with other colleges and universities.
- Broaden the guidelines for offering dual-credit programs in secondary schools, and promote team teaching by community college faculty and high school teachers.
- Explore faculty exchange programs with other educational institutions.
- Coordinate academic programs and cultural activities for elementary and secondary students and teachers.
- Assist efforts to coordinate groups working on literacy skills and basic education skills for adult populations.
- Work to professionalize the field of adult education by providing support services and facilities.
- Provide tutor training for literacy volunteers.
- Co-sponsor more performing/visual arts presentations and cultural activities.
- Explore cooperative arrangements with the private sector that can provide community college students with needed support services, such as day care and transportation.

COLLEGE-VOCATIONAL EDUCATION PARTNERSHIP

Elizabethtown Community College and the Elizabethtown State Vocational-Technical School have established a regional assessment center, Career Connections. The center serves area schools and industries, provides testing and counseling pertaining to career decisions for all ages, and teaches job readiness skills.

PRESERVING HERITAGE

Southeast Community College has launched a folk dancing program involving 35-50 dancers as part of its Appalachian Studies activities. Elementary teachers will learn the folk dances at SCC and will teach their students in order that the mountain heritage can be preserved.

NATIONAL RECOGNITION

Lexington Community College was one of five colleges recognized in 1988 for its exemplary cooperative relationship with business and industry. The American Association of Community and Junior Colleges recognized LCC's joint efforts with IBM and other industries.

LEADERSHIP AND GOVERNANCE

Leadership requires vision and the ability to incite others to commit to a dream. Over the past 25 years, Community College System leaders have succeeded in fulfilling the vision of a statewide educational system open to all, with autonomy at the local level and common goals at the state level. The Commission identifies ten criteria necessary for the Community College System to continue development of strong local community colleges and to serve statewide needs and priorities.

CRITERIA FOR A SUCCESSFUL COMMUNITY COLLEGE SYSTEM

The Community College System in Kentucky must continue to have

1. A statewide operation
2. An effective system organization
3. Strong support of a governing board
4. Authority and responsibility for strategic planning
5. Authority and responsibility to administer fiscal and personnel resources
6. An effective evaluation process which demonstrates accountability
7. A position of influence within the organizational structure
8. Authority to develop and provide programs related to local needs
9. Local leadership and support
10. Statewide and local operational flexibility

Source: Commission on the Future of the UK Community College System.

CREATING A COMMON BOND

Historically, community spirit has bound our people to each other in a state which is geographically diverse and divided. The University of Kentucky Community College System is committed to preserving and enhancing that spirit.

There were two reasons for assigning the operation of the System to the University of Kentucky Board of Trustees. As the governing board of the state's land-grant university, the UK Board of Trustees already had responsibility for the planning and operation of statewide programs. Also, UK already operated five extension centers. The 1962 General Assembly abandoned the extension-center philosophy in favor of a comprehensive community college program that would provide expanded services for individual communities and their service areas.

A STRONG STRUCTURE

Today, the Community College System has a strong, supportive governance structure which must be maintained and strengthened if the System is to continue to function as a part of the University of Kentucky. It allows authority and responsibility for administering fiscal and personnel resources, for strategic planning and assessment, and for developing and providing programs related to local community needs. Through the System structure, the colleges also have local leadership, local support, and operational flexibility.

Kentucky is faced with many challenges in the educational arena. In this light, we make the following recommendations pertaining to the leadership of Kentucky's community colleges.

■ PROVIDE FOR STATEWIDE ADVOCACY AND NETWORKING OF THE VARIOUS COMMUNITY COLLEGES.

From Paducah to Prestonsburg, our colleges reflect the unique flavor, personality, and needs of our regions. The System's formula for addressing the needs in local communities is to ensure that the colleges obtain advice and assistance from the local citizenship. We strongly recommend that the colleges extend their local connections into a statewide citizens' network.

This network would result in three byproducts for the state and for the Community College System. First, the network would provide better understanding of the actual and potential contributions of the community colleges. Second, the group would advocate for community college

needs; and last, the network would allow for direct involvement in formulating ideas for new programs and services that would benefit the entire state. From the mountains of Eastern Kentucky, the offices of Lexington, and the farms of Hopkinsville, the System must stay in touch with those who keep it a growing, vibrant, and important part of life for many Kentuckians.

■ STRENGTHEN THE EFFECTIVENESS OF THE LOCAL ADVISORY BOARDS.

The colleges count on the continuous involvement of local citizens. They are indispensable in assessing needs, building relationships with local agencies, and developing programs to meet the needs of the community. Citizen input is obtained through a local advisory board for each college.

The membership of the local boards consists of seven governor-appointed citizens, a faculty member, and a student. The boards advise the UK Board of Trustees, the president of the University, the chancellor of the Community College System, and the president of the local community college.

Rapid change and increased complexities require individuals who are catalytic and can draw together local views and resources to set future directions. Mobilizing local efforts to create a synergy for productive planning and implementation should be centered in the advisory board for each community college.

■ IMPLEMENT ADDITIONAL LEADERSHIP DEVELOPMENT ACTIVITIES WITHIN THE COMMUNITY COLLEGE SYSTEM.

The Kentucky Community College System is located in a state where no formal community college leadership programs exist. Training the next generation of community college leaders, both administrative and faculty, merits a high priority. Today's leaders are challenged with diminishing resources, increased community requests, technological changes, diverse student populations, and growing enrollments. Thus, the Commission identifies eight qualities which are crucial for Kentucky's community college leaders.

■ PROVIDE LEADERSHIP TO COORDINATE POSTSECONDARY PROGRAMS AND SERVICES OFFERED IN COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL SCHOOLS.

Community colleges and postsecondary vocational-technical schools have a common goal of providing low-cost education and training designed to provide skills necessary for employment, successful job performance, and economic development. Both systems provide sound technical training.

Community colleges provide two additional dimensions--general studies and more advanced technical courses. These additional dimensions link students to the jobs of the future which will require more technical, math, language, and reasoning skills. General studies include such areas as written and oral communications, mathematics, science, humanities or

COMMUNITY COLLEGE LEADERS SHOULD BE

1. Visionary
2. Respected in communities and able to network
3. Highly motivated with "missionary" zeal
4. Flexible, proactive, and sensitive to community needs in areas of economic development, cultural development, and industrial relations
5. Catalysts to promote educational success for area citizens
6. Creators of an atmosphere where a local community college can develop to its fullest potential
7. Superb delegators
8. Executives steeped in vocational, educational, and renaissance values

Source: Commission on the Future of the UK Community College System

POSTSECONDARY COORDINATION

Ashland Community College and the Ashland State Vocational-Technical School developed an 18-month electronics program for Armco Steel to retrain Armco employees to handle a new, high technology steel-making process to begin in 1990.

history, and behavioral sciences. General studies provide a basis for technical training and lifelong learning, both necessities in view of the rapid technological changes in the workforce. In fact, a recent article estimates that the median years of schooling for workers in the year 2000 will approach 14 years.[5]

Because the need for relevant technical education is critical in Kentucky, the state should move in the direction of integrating the postsecondary vocational-technical programs into the Community College System. We recognize the political considerations of joining these two systems. However, limited resources necessitate more effective and efficient ways of meeting needs. Cooperative efforts, and perhaps mergers where local community leadership is supportive, would reduce unnecessary duplication of effort, provide a more concerted effort for training, and reduce confusion within the business/industry community. We encourage Kentucky legislators to consider enabling legislation that could make possible these mergers where local community leadership is supportive.

NATIONALLY RECOGNIZED LEADER
Jefferson Community College President, Ronald J. Horvath, was selected as one of the top 50 community college presidents nationally in Spring 1988.

NATIONAL LEADER IN STAFF DEVELOPMENT
Elizabethtown Community College received recognition by the National Council for Staff, Program and Organizational Development as having the Outstanding Single Campus Faculty/Staff Development Program for the 1986-87 academic year.

PRAISE FOR COMMUNITY INVOLVEMENT
Texas consultant, Dr. R. Jan LeCroy, praised the Owensboro Community College partnership with its local communities as demonstrating "incredible ownership, pride, and commitment ...."

A GREAT PLACE TO BEGIN
M. K. Brown received an Associate in Science Degree at Elizabethtown Community College. He transferred to UK and upon graduation attended Auburn University where he graduated with honors and received the Doctor of Veterinary Medicine Degree.

"I felt Elizabethtown Community College was a great place to begin my college education."

M. K. Brown

STRATEGIES

Varied constituencies comprise the Community College System, and strong leadership at every level is crucial--legislature, Council on Higher Education, governing board, chancellor of the System, the faculty and administrators at the colleges, local advisory boards, and the students who participate in the programs. **One key to leadership is the ability to build coalitions, inspire people to collaborate, and move toward consensus.**

We suggest the following activities to strengthen the leadership and governance of the Kentucky Community College System.

STRATEGIC ACTIVITIES

- Establish an advocacy committee, which includes advisory board members and other representatives.
- Develop suggested criteria for the selection and appointment of advisory board members.
- Clarify the mission, role, and expectations of advisory board members.
- Provide coordination and leadership training for local advisory boards across the state.
- Identify potential leaders at each community college and implement a leadership development program.
- Provide more sabbaticals for faculty and administrators.
- Establish mentor programs for potential leaders.

- Increase the number of minority faculty members.
- Designate a pool of funds for retraining faculty to meet new and expanding program needs.
- Strengthen the merit reward and salary system to promote excellence in instruction.
- Enact legislation permitting and encouraging voluntary mergers of postsecondary vocational programs into the Community College System in areas where the community leadership is supportive.

A MODEL FOR COOPERATION

Successful local funding in the amount of almost $400,000 will help permit construction of an Allied Health Science Center, to be operated jointly by Paducah Community College and the West Kentucky Vocational-Technical School. Cooperation between the two institutions is hailed as a role model for similar projects around the state.

A PARTNERSHIP IN EDUCATION

Southeast Community College and Harlan State Vocational-Technical School cooperatively offer a Computer Repair Technology program.

EFFECTIVENESS AND ACCOUNTABILITY

ONE OF THE TOP
In 1985, Jefferson Community College was ranked one of the top five community colleges nationally from among 1200 two-year institutions.

OUTSTANDING PERFORMANCE
The 1988 Dental Laboratory Technology program at Lexington Community College was recognized among 56 programs nationwide as the outstanding DLT program in the nation, based on graduates' scores from the Recognized Graduate Examination.

A TEACHER'S BEGINNING
"My first job was tutoring at the College Learning Center and that's where I realized how much I loved education and wanted to be a teacher. Looking back, I don't think I would have gone to college if it hadn't been for Hazard Community College."
Abbie Gail Combs
Assistant Principal and Teacher

FULFILLING THE MISSION

The Commission based its appraisals on solid indicators of effectiveness gathered over time through the System's monitoring methods. These assessment methods include student and employer questionnaires, entering student surveys, curriculum and program reviews, annual performance reviews, and regional accreditation reports, to name a few. Through this exhaustive and continual evaluation process, the Community College System gauges its effectiveness in fulfilling its mission and meeting its objectives.

ACCOUNTABLE TO ALL

The evaluation results are used regularly and continuously in planning for the improvement of programs and services. We firmly support these System efforts to be accountable to all constituencies including the general public, employers, parents, students, educators, and policy-makers. Only through varied and valid measurements can the colleges ensure quality. We are pleased with the evaluation methods which the Community College System already employs and offer the following recommendation.

- **CONTINUE TO REFINE MEASUREMENTS AND EVALUATION OF THE COLLEGES' EFFECTIVENESS.**

We commend the System for acting on the information which its assessments yield. With the Commonwealth's many educational needs and its few resources, documentation of the effective use of educational dollars is imperative. Careful examination of the System's accomplishments in each component of its mission will allow for continuous improvements in the System's performance. Of course, evaluations are most useful when used to refine planning and operations. Similarly, resources should support only those data collections that lead to substantial program improvements.

STRATEGIES

Although systemwide statistics such as annual numbers of graduates and transfer students are significant, community colleges should develop procedures for assessing whether they are meeting the unique needs of their students and communities. In these challenging and ever-changing times, measurement instruments must be relevant and adaptable to meet local needs.

We see from the short-term evaluations that the System is flourishing in attracting students and is providing excellent instruction and high-quality service. For example, one immediate measure is entry-level pay, which is an important item in evaluating program/graduate success initially. However, such factors as performance, continued formal education, and promotions become more important factors in measuring long-term effectiveness. Therefore, in addition to short-term evaluations, the Community College System should carry out plans for tracking the progress of its graduates. From such a long-term study, we can see proof of the System's impact in the lives of its students.

STRATEGIC ACTIVITIES

- Conduct initial assessments of entering students' aspirations, expectations, and goals.
- Use surveys to assess needs and quality of continuing education/community service activities.
- Strengthen the institutional research function at each of the colleges.
- Seek follow-up information on transfer students from all public four-year universities.
- Gather longitudinal information concerning technical graduates' employment status, rate of promotion, and continuance of education.
- Involve advisory committees in the evaluation of college programs and services.
- Assess occupational skills needed in the community in addition to determining the number of persons needed to perform specific jobs.
- Use interviews, focus groups, and other techniques to gain feedback from community employers.
- Use independent surveys to assess effectiveness of the colleges.

REACHING ADULT LEARNERS

In 1988, the Henderson Community College Adult Learning Center received an award for Outstanding Enrollment Growth in Adult Basic Education from the Kentucky State Department of Education.

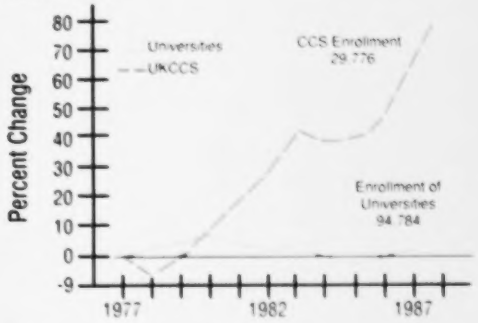
EMPOWERMENT THROUGH LEARNING

Paducah Community College's Displaced Homemakers Program moves people from dependency and welfare to self-sufficiency. Books and tuition for 500 students have been provided through JTPA funds since 1980, with a three year employment rate of 93% to 100% for each class.

RESOURCES

The continued success of the Community College System depends primarily on the quality and quantity of its resources--human, instructional, technological, physical, and financial. There is little dispute concerning the high quality of the System's human resources. Administrators, faculty, and staff all receive high marks by any standard of measurement. Likewise, the instructional and technological resources are exemplary. The libraries are equipped with communication links that allow users to search not only the entire data base of the community colleges, but also the 2+ million volumes in the University of Kentucky main campus libraries. All of the colleges have learning laboratories that use techniques such as tutoring, computer-assisted instruction, and individualized learning packets to assist students in areas such as reading, writing, and mathematics. One of the colleges even has a state-of-the-art television production studio.

Headcount Enrollment Growth
Kentucky Public Universities
and the
Community College System
1977-1987



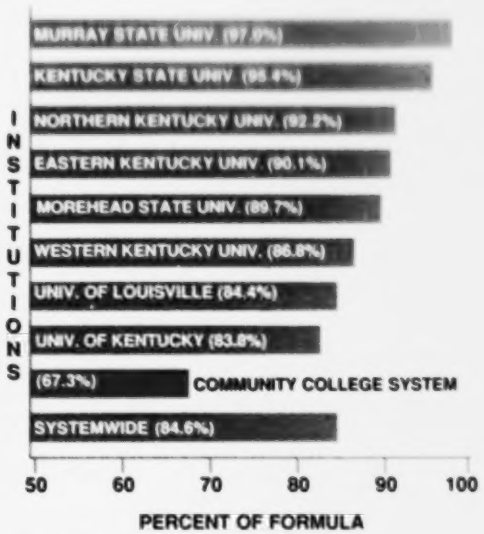
DATA SOURCE: University of Kentucky Community College System and Council on Higher Education

OBSTACLES AHEAD

While we proudly point to the community colleges' faculty and facilities, we fear for the future of these resources. **Chronic underfunding coupled with phenomenal enrollment growth threatens the colleges.** Conservative estimates project an enrollment growth rate of 17% from 1988 to 1992. Less conservative estimates based on growth experienced from 1984-1988 indicate that an enrollment increase of 39% from 1988 to 1992 is not unlikely. Yet, the System's funding level is the lowest in the state.

Kentucky now funds the Community College System at 67% of the formula while funding state universities at 84%-97%. In comparison to other public two-year institutions in the 15 southern-state region, Kentucky's community colleges ranked last in appropriation per full-time equivalent student (1987-1988). The Kentucky Community College System funding level was 21% below the southern-state average. The average faculty salary in the Community College System is significantly below the median faculty salary for benchmark institutions. We fear that the Community College System cannot continue to meet demands and to maintain excellence without increased funds.

Relative Funding Levels
Council on Higher Education's Formula
Fiscal Year 1988-89



DATA SOURCE: Council on Higher Education

DISPARITY IN FUNDING

The Council on Higher Education's Appropriation Formula is an established method of determining funds for higher education. Over half of the states across the country, including all 15 of the southern regional states, use formulas for determining the funding needs of higher education. The formula takes into consideration such factors as number of students, levels of instruction, research, and services. All of our state's institutions receive less than adequate funds based on the formula, and the community colleges suffer the greatest deficits in funding. This disparity occurs in part because of the community colleges' strong enrollment growth and lack of representation on the Council on Higher Education.

ENTERING THE MAINSTREAM

Legislation defines Council on Higher Education membership which includes a current university student and a graduate from each university. However, no representative, student or lay citizen/community college

graduate, is required from community colleges. The size and mission of community colleges warrant first-hand representation from the alumni and administration of the Community College System.

Appointing a community college graduate to the Council and the chancellor of the Community College System to the Advisory Conference of Presidents would assist in conveying to the Council the important issues challenging the community college leadership. This additional representation could help bring community colleges into the mainstream of Kentucky's higher education sector as funding recommendations emerge.

The Council on Higher Education reviews the budget requests of the institutions of public higher education and provides recommendation to the governor and general assembly. Since 1982, legislation requires that the Council submit a separate budget recommendation for the Community College System. Now we need legislation to complete the process and provide for Community College System representation on the Council on Higher Education and its Advisory Conference of Presidents.

In order to provide adequate resources, we recommend the following.

■ CORRECT THE DISPARITY IN FUNDING BETWEEN THE COMMUNITY COLLEGE SYSTEM AND OTHER INSTITUTIONS OF HIGHER EDUCATION.

In this era of older adults, single parents, and displaced workers, the community colleges carry an especially heavy load in serving both traditional and nontraditional students. **Each of the colleges is placed in the position of needing to provide more support services to a growing and more diverse student population.** We recommend that the community colleges not only continue but also expand open access to the citizens of the Commonwealth. And yet, we realize that if the colleges continue to reach out to their communities, given their already severe financial problems, they run the risk of being crushed by the increased burden.

Currently, the Community College System serves over 25% of all students in the state's public institutions of higher education, yet receives only 8% of the state's appropriations for higher education. The Council on Higher Education Formula Use Policy does not appear to serve higher education institutions during periods of phenomenal enrollment growth. Therefore, we strongly stress the importance of the System receiving a more equitable allotment of funds from the state.

In light of the burgeoning rate of enrollment growth in the community colleges and the diversity of the student population, the state should provide for a more equitable funding policy for the System. In addition, the state should appropriate "catch-up" money to assist community colleges in recovering from the blow of chronic and long-term underfunding. After all, **the community colleges should be at the forefront in preparing the state for changes that are vital to economic survival.** The System, and thus the state, will suffer if catch-up funds are not appropriated.

KENTUCKY'S COMMUNITY COLLEGES

- Ashland Community College
- Elizabethtown Community College
- Hazard Community College
- Henderson Community College
- Hopkinsville Community College
- Jefferson Community College (Louisville)
- Lexington Community College
- Madisonville Community College
- Maysville Community College
- Owensboro Community College
- Paducah Community College
- Prestonsburg Community College
- Somerset Community College
- Southeast Community College (Cumberland)

EQUIPMENT HELP

Local fund-raising efforts led by Hazard's Independent College Foundation resulted in approximately $500,000 to help equip and furnish a new Technical Learning Resource Center opened in April 1989 at Hazard Community College.

SCHOLARSHIP FUNDS

Many Henderson Community College students will be able to continue their education as a result of scholarship funds averaging $38,000 per year. The funds come from the estate of the late George A. Hoffman, a Henderson businessman.

PROVIDE 100% FORMULA FUNDING TO MEET THE DEMANDS OF KENTUCKIANS FOR HIGHER EDUCATION.

Our state has long lagged behind much of the rest of the nation on almost every educational indicator. Among the grim statistics, we find that our state has one of the lowest percentages of college-educated adults in the country. Since educational attainment and income are linked, it is not surprising that Kentucky does not fare any better in the measurements of personal income. Not only do we have one of the lowest rates of per capita income in the nation, we suffer from extremely high rates of poverty. This dismal financial situation is not likely to improve over the next decade unless our citizens become more educated.

Many experts estimate that up to 80% of today's labor force will need some postsecondary education. Over the next decade, the percentages will rise as economies continue to shift and the workplace becomes increasingly sophisticated. **The most accessible sector of Kentucky's higher education is the Community College System.** Our state cannot afford any less than a full commitment to our community colleges and to our other public higher education institutions.

STRATEGIES

The Community College System has shown its ability to thrive and to maximize the use of its resources even while experiencing financial crises. The national Commission on the Future of Community Colleges stated that community colleges across the country have demonstrated that they are stewards of the public dollar, and yet these colleges tend to receive the states' budget leftovers.[6] This statement is especially true for Kentucky's community colleges.

The Community College System can implement some strategies for addressing the resource challenges. For example, the colleges are involved in continuous planning and assessment in an effort to plan for future growth and expansion and to ensure maximum use of available resources. The community colleges have experienced some success in private sector fund-raising for capital construction, scholarships, and special projects other than typical operating costs. However, the colleges can neither completely correct nor prevent problems that result from continuous financial crises. Many, if not most, of the answers to the problem of shortages of financial resources must come from the state. We concur with the national commission's opinion that the community colleges must receive their fair share of support at all levels. Therefore, most of the strategies which we recommend must be implemented at the state level rather than within the Community College System.

STRATEGIC ACTIVITIES

- Provide catch-up money to community colleges to correct chronic underfunding.
- Revise the Council on Higher Education's Formula Use Policy for allocating money to institutions of higher education to limit the amount of disparity that is allowed to exist among the institutions.

- Provide greater state support for underprepared students and part-time students served by the community colleges.
- Provide greater state support for remedial courses for community college students who need developmental assistance.
- Provide for a community college graduate to be a member of the Council on Higher Education.
- Add the chancellor of the Community College System to the Advisory Conference of Presidents for the Council on Higher Education.
- Bring faculty and staff salaries in line with the benchmark institutions and continue the merit reward and salary system.
- Continue and expand fund-raising from the private sector for uses other than recurring operating costs.

AUDITORIUM CONSTRUCTION
The Madisonville community gave over $1 million toward construction of a 1000 seat civic auditorium located on the community college campus.

COMPUTING FACILITIES
In recent years, $2.8 million in local funds established computing facilities at Ashland Community College and joint educational programs with the Ashland Public Schools.

EPILOGUE

GROWING REALIZATION

"The exposure of our business leaders to local training expanded the realization that more education for all our employees was needed. This need was satisfied by increasing the programs offered by the community college."

Don Bullen
General Manager
Plymouth Tube Company
Hopkinsville, KY

THE CONTINUING PATHWAY

"As a senior citizen, I find it very rewarding to be accepted by everyone on campus.... I was motivated by the dedication and compassion of our teachers to expand my interests; my association with JCC gave me a new lease and outlook on life."

Erika Fruchtenicht
Student
Jefferson Community College

PATHWAY TO THE FUTURE

A thriving success story, Kentucky's statewide Community College System offers citizens a pathway to a brighter, more prosperous future. The Commission's task over the past eight months has been to assess the System's past and present status and to provide direction for its future. We accepted the charge to study the Community College System for several reasons. We believe strongly in higher education and in the vital educational, training, and service roles the community colleges play throughout the Commonwealth. We have a great concern about the issues our state faces--the accelerating rate of technology, the new jobs of the future, the shrinking and aging workforce, the need for a well-educated and skilled labor force, and the undereducated adult population.

We also believe in the unmistakable association between education and economic well-being--other groups have already identified this key relationship. "Education in the Commonwealth is the single most important challenge to our economic development in the 21st century,"[7] according to Project 21, a coalition of state leaders. The Council on Higher Education's Strategic Plan for Higher Education in Kentucky also points out that the deficiencies in education and economics are interrelated.[8]

As a group, we represent various organizations--public and private. Furthermore, we brought information and understanding from our service to various boards, commissions, and governmental bodies concerned about education in Kentucky. National community college leader, Dale Parnell, addressed our group, as did Governor Wallace Wilkinson and legislative and educational leaders from our state. Additionally, faculty, staff, and advisory board members from the 14 community colleges provided written opinions and directions for the future.

CRITICAL CONCERNS

We believe the Community College System is assisting greatly in preparing Kentucky for the 21st century and is one of the most important levers in our state's efforts to solve educational problems and to strengthen Kentucky's economic base. **On the other hand, we detect a disturbing trend in the value placed on the community college sector as measured by funding allocations in Kentucky. This trend is contrasted by Kentucky's citizens and business/industry community, now flocking to community college doors in record numbers.**

Positioning the community colleges to provide the critical educational services Kentucky needs emerged as the overriding issue from our study. We offer tribute for the past successes of the University of Kentucky Community College System, but we hold concern that the System not continue on its present underfunded path. Our recommendations will guide the System and the individual colleges in their strategic planning activities. We will meet again a year from now for a progress report on the implementation of these recommendations. We are confident the Community College System will present us with many successes.

NOTES

[1]The Commission on the Future of Community Colleges, Building Communities: A Vision for a New Century (Washington: American Association of Community and Junior Colleges, 1988), p. 5.

[2]Ibid., p. 27.

[3]Anthony P. Carnevale and Eric R. Schulz, "Technical Training in America: How Much and Who Gets It?," Training & Development Journal 42 (November 1988), p. 32.

[4]Anthony P. Carnevale, Leila J. Gainer, and Ann S. Meltzer, Workplace Basics: The Skills Employers Want (Washington, D.C.: The American Society for Training and Development and U.S. Department of Labor Employment & Training Administration, 1988), p. 9.

[5]"Trends Affecting Community Colleges: Workforce 2000," Trustee Quarterly (Spring 1989), p. 8.

[6]The Commission on the Future of Community Colleges, p. 45.

[7]Project 21: Kentucky--Ready for the Next Century (Frankfort, KY: Project 21, Incorporated), p. 6.

[8]Strategic Plan for Higher Education in Kentucky 1985 (Frankfort, KY: The Council on Higher Education, 1985), p. 20.

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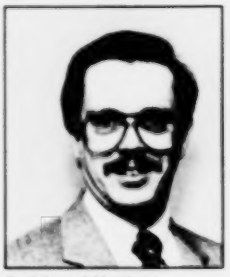

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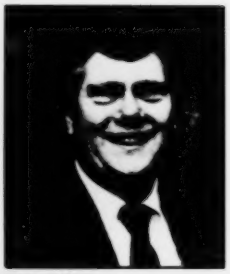

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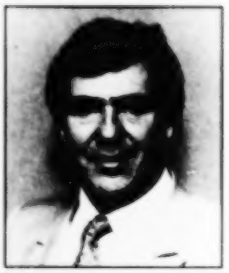

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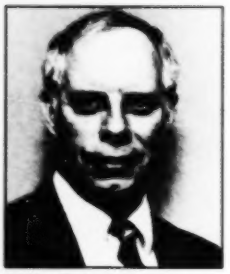

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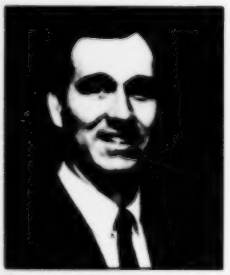

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